



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3300 E. Sparrow Ave., Flagstaff, AZ 86004

Northland Preparatory Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Ted Briggs
Schedule : 07:00 AM to 04:30 PM
Grades : 7-12
2005 Enrollment : 330
Web Address : www.northlandprep.org
Phone Number : (928) 214-8776
Fax Number : (928) 214-8778
E-mail : spartans@northlandprep.org

Mission

Northland Preparatory Academy offers a challenging program of study that promotes academic excellence and provides educational opportunities for serious middle and secondary students, regardless of gender, ethnicity, or academic ability.

School / Academic Goals

- ü All students will show adequate yearly progress at all grade levels.
- ü All 7th, 8th, and 10th grade students will strive to meet or exceed the standards for the AIMS test.
- ü Each grade level will strive to score at the 80th percentile or better on the Terra Nova test in reading, math, and language.
- ü NPA will implement the professional learning communities to promote student learning and achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 293
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 330

Instructional Programs

- ü AP Trained Faculty
- ü Honors/Advanced Placement Classes
- ü Foreign Language Required Every Year
- ü Orchestra/Strings/Band/Choral Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 25 minutes
First Day of School :	8/22/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school has the responsibility to provide a drug-free, safe working and learning environment for students, faculty and staff. The school provides a learning environment where students can learn to their potential and teachers can teach to their potential.

Parents

Parents must see that students arrive to school on time, ready to learn; they must support the school's discipline code; they must support the school's uniform policy; they are expected to ask their children if they have done their homework; and they should bring to the director's attention any problems or concerns they have about the school or their child.

Transportation Policy

NPA does not provide transportation services to students. Parents must drive their children to school or form car pools. Public transportation is also available.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Two National Merit Candidates	2002
ü National Merit Scholar	2004
ü Mock Trial Team Placed 2nd in State Competition	2003
ü Student scored the highest on the PSAT in Arizona	2003

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	78250	100	100	99	601	601	548	3	3	21	13	13	18	50	50	48	35	35	13
All Students (Prior Year)	66	66	75001	96	96	99	522	522	468	3	3	37	33	33	36	33	33	16	31	31	10
Female	46	46	38071	100	100	99	598	598	549	2	2	20	15	15	19	52	52	49	30	30	12
Male	27	27	40126	100	100	99	606	606	547	4	4	23	8	8	17	46	46	46	42	42	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	68	68	38320	100	100	99	604	604	568	3	3	12	12	12	14	48	48	55	37	37	19
Students with Disabilities	13	13	9329	100	100	100	565	565	454	8	8	64	33	33	18	42	42	16	17	17	2
Students without Disabilities	60	60	68996	98	98	99	608	608	561	2	2	16	8	8	18	52	52	52	38	38	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	69	69	44937	100	100	100	600	600	561	3	3	13	12	12	15	52	52	54	33	33	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	78302	100	0	99	555	555	512	0	0	11	10	10	25	75	75	57	15	15	7
All Students (Prior Year)	65	65	74918	94	94	99	568	568	497	4	4	32	0	0	19	37	37	35	60	60	15
Female	46	46	38082	100	0	99	553	553	518	0	0	8	9	9	24	78	78	61	13	13	7
Male	27	27	40166	100	0	99	559	559	507	0	0	14	12	12	26	69	69	54	19	19	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	68	68	38347	100	0	99	558	558	531	0	0	5	7	7	17	76	76	68	16	16	10
Students with Disabilities	13	13	9353	100	0	100	525	525	429	0	0	40	33	33	38	50	50	22	17	17	1
Students without Disabilities	60	60	69024	98	0	99	561	561	524	0	0	7	5	5	23	80	80	62	15	15	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	69	69	44979	100	0	100	556	556	525	0	0	6	9	9	18	75	75	66	16	16	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	78094	100	100	99	599	599	545	1	1	3	1	1	18	90	90	77	7	7	2
All Students (Prior Year)	64	64	74503	93	93	99	590	590	491	0	0	9	11	11	32	59	59	51	30	30	8
Female	46	46	38025	100	100	99	608	608	558	0	0	2	0	0	13	91	91	82	9	9	2
Male	27	27	40013	100	100	99	582	582	534	4	4	5	4	4	23	88	88	71	4	4	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	68	68	38265	100	100	99	598	598	564	1	1	2	1	1	11	90	90	84	7	7	3
Students with Disabilities	13	13	9275	100	100	100	593	593	444	0	0	14	0	0	46	92	92	39	8	8	1
Students without Disabilities	60	60	68892	98	98	98	600	600	559	2	2	2	2	2	14	90	90	82	7	7	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	69	69	44871	100	100	100	599	599	559	1	1	2	1	1	12	90	90	84	7	7	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	69846	100	100	100	749	749	699	3	3	21	0	0	11	40	40	49	58	58	18
All Students (Prior Year)	36	36	65934	100	100	100	539	539	492	13	13	43	13	13	18	32	32	24	42	42	15
Female	18	18	34328	100	100	99	745	745	702	6	6	19	0	0	12	50	50	51	44	44	18
Male	22	22	35509	100	100	100	752	752	696	0	0	23	0	0	11	32	32	48	68	68	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	34	34	36421	100	100	99	753	753	714	0	0	12	0	0	8	38	38	54	62	62	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	34	34	62220	100	100	99	758	758	712	0	0	16	0	0	11	32	32	53	68	68	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	39	39	48489	100	100	100	748	748	704	3	3	15	0	0	10	41	41	52	56	56	23

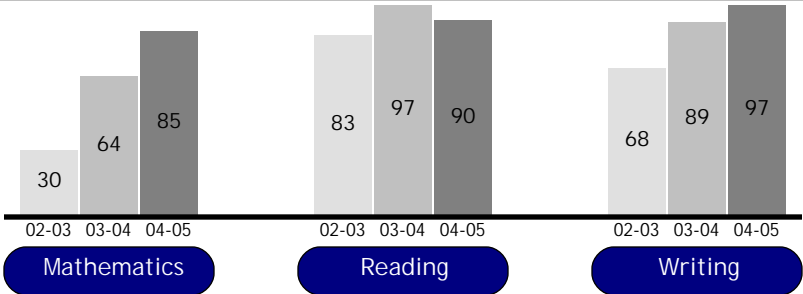
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	71311	100	100	100	749	749	694	0	0	7	0	0	21	65	65	63	35	35	9
All Students (Prior Year)	36	36	68162	100	100	100	561	561	509	0	0	18	3	3	24	71	71	51	26	26	8
Female	18	18	34899	100	100	100	751	751	700	0	0	5	0	0	19	61	61	66	39	39	10
Male	22	22	36430	100	100	100	748	748	688	0	0	9	0	0	22	68	68	61	32	32	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	34	34	36841	100	100	99	756	756	713	0	0	3	0	0	12	59	59	72	41	41	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	34	34	63379	100	100	100	754	754	707	0	0	5	0	0	18	59	59	68	41	41	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	39	39	49157	100	100	100	749	749	702	0	0	4	0	0	16	64	64	69	36	36	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	70868	100	100	100	732	732	688	0	0	5	5	5	23	63	63	63	33	33	9
All Students (Prior Year)	36	36	67629	100	100	100	596	596	524	13	13	22	6	6	16	71	71	59	10	10	3
Female	18	18	34710	100	100	99	735	735	697	0	0	3	0	0	19	61	61	66	39	39	12
Male	22	22	36176	100	100	100	730	730	678	0	0	7	9	9	27	64	64	59	27	27	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	34	34	36710	100	100	99	734	734	702	0	0	2	3	3	15	65	65	69	32	32	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	34	34	63054	100	100	99	731	731	701	0	0	3	6	6	20	65	65	67	29	29	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	39	39	48960	100	100	100	732	732	694	0	0	3	5	5	18	62	62	67	33	33	12

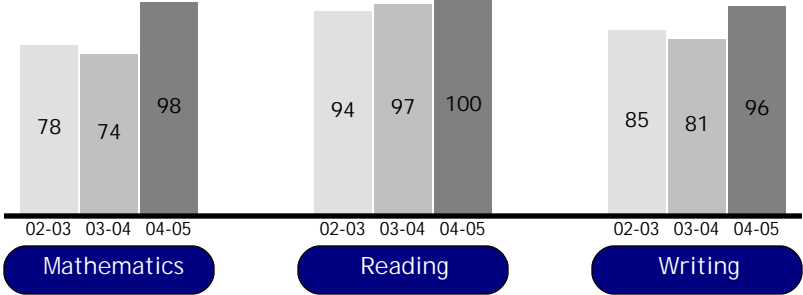
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	84	84	51	100	83	NA	54	99	79	79	50
	Language	100	86	86	54	100	85	85	58	99	77	77	52
	Mathematics	100	86	86	58	100	85	85	62	100	76	76	50
8	Reading	100	80	80	53	93	87	NA	55	100	76	76	51
	Language	100	78	78	49	94	87	87	52	100	73	73	50
	Mathematics	100	81	81	58	94	89	89	61	100	77	77	53
9	Reading	100	78	78	41	96	51	NA	42	100	82	82	51
	Language	100	71	71	42	96	46	46	42	100	78	78	50
	Mathematics	100	85	85	60	96	64	64	63	100	79	79	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Northland Preparatory Academy

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Student Discipline Policies
- Ü Curriculum Development
- Ü Safety Issues
- Ü Instructional Strategies
- Ü Personnel Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	5	2	0
7 to 9 years	0	0	0	0
10 or more years	4	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Extracurricular Activities

- Ü Band, Orchestra, Strings, Choir
- Ü MS and AIA Varsity/Junior Varsity Sports
- Ü Student Council
- Ü Yearbook/Student Newspaper
- Ü Odyssey of the Mind teams
- Ü HS Mock Trial Team

Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Some of the highest Terra Nova and AIMS scores in the Flagstaff/Northern Arizona area. NPA student had one of the highest score in state on PSAT-2004. This student is a National Merit Scholar this year and is attending the Princeton University.
- ü Full membership of AIA as Class 1A school. Boys and girls JV and Varsity cross-country teams, Girls MS, JV and Varsity volleyball teams, Boys MS, JV, and Varsity basketball teams. JV Baseball and Track. Mock Trial Team.
- ü Cross Country team won the Class 1A/2A State Championships.
- ü Mock Trial team placed 2nd at state competition. Two NPA Odyssey of the Mind teams finished first at the state meet and went to World Finals competition in Colorado Springs, CO.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

NPA has policies/procedures with regard to safety/prevention issues. When serious discipline issues arise, swift, decisive action is taken to stop the misbehavior, while providing students with their due-process rights. NPA has monthly emergency drills.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Craig Bain	(928) 214-8776
Transportation Policy	Ted Briggs	(928) 214-8776
Community Resources	Toni Petersen	(928) 214-8776
School Nutrition Programs		
Parent Organization	Carol Bousquet	(928) 214-8776
Student Health/Nurse	Ted Briggs	(928) 214-8776

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.